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fare of the race.. Finally, pauperism, crime and socialism are studied, and the supreme importance of education for citizenship in the highest sense is demonstrated.

The book is intended by the author as an elementary text in sociology, especially for university extension courses and teachers' reading circles. It is a sensible, intelligent, interesting and clearly written volume, and well adapted to its purpose.

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Foght, H. W. *The American Rural School.* Pp. xxi, 361. Price, \$1.25. New York: The Macmillan Company, 1910.

"The American Rural School" summarizes contemporary opinion regarding the organization and administration of the rural school, its maintenance, supervision, sanitation, and curriculum; also its architecture, its decoration, and its environments. Particular attention is given to the training of the rural-school teacher, and to the consolidation of rural schools. The history of the rural school is briefly traced, in order that it may be shown what the prevailing tendencies are. It is pointed out that great changes have taken place in American society, so that the city has become a menace to country life. Professor Foght brings out this fact in order to impress his view of the function of the rural school—to make country life attractive, and to give rural boys and girls an understanding of the requirements for a successful and interesting life in the country. The curriculum of the rural school must be determined by the needs of rural life, although Professor Foght says that little attention is paid in the typical country school to matters pertaining to the farm and to home life in the country. He maintains that nature study and industrial work must be given a place coördinate with the study of books. The aim throughout must be to make country life complete, so that the boys and girls will not drift to the city in such large numbers as they are now doing.

In order to meet the requirements for an efficient country school, it is imperative that rural schools should be consolidated. The isolated school with its few pupils, its entire lack of equipment, its unsanitary condition, and its uninviting exterior and interior cannot accomplish effective work. The history of the movement for consolidation is briefly traced, and practicable methods of securing it are presented.

The style of the book is simple, and should be read by rural-school teachers, and all who are interested in the present condition and the improvement of the country school. Many photographs and diagrammatic illustrations are used, and these make the treatment of various topics concrete and interesting.

It should be added, perhaps, that the book does not present any new material. No new points of view are offered, and no contributions are made to the solution of unsolved problems concerning rural education. The book is simply a summary and restatement of the best contemporary views regarding feasible improvements in the rural school.

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